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The Alumni Bulletin

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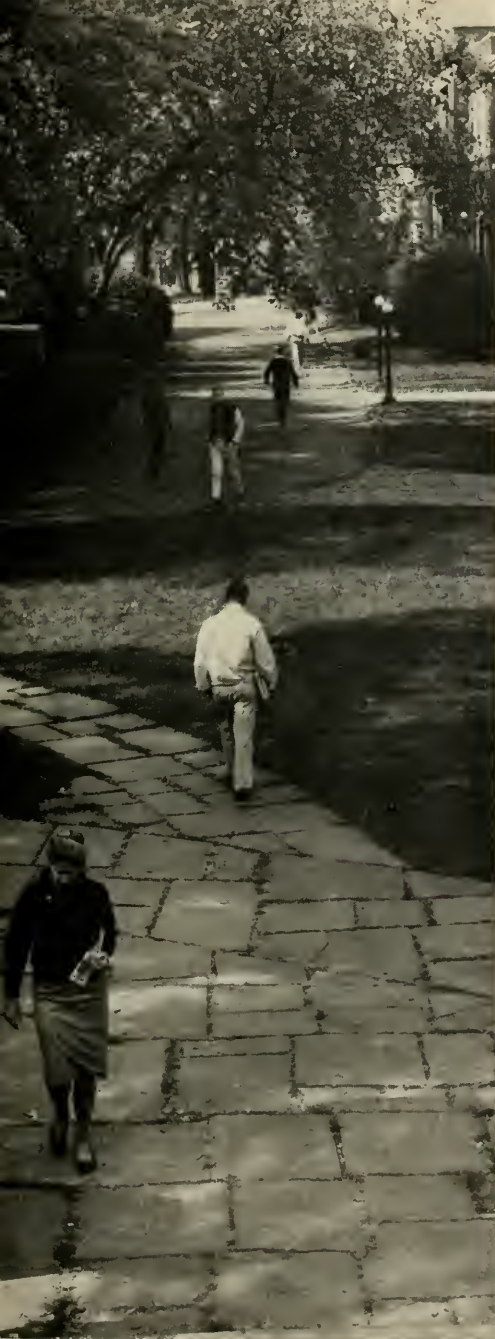
In this issue . . .

	Page
President's Message	1
Leadership by a Lycoming Man	2
Where Is Lycoming's Money Coming From? by DR. ROBERT RABOLD	6
The Money Behind Our Colleges	11
An Unusual College Diploma	27
Lyco Lytes	28
Warriors' Winter Roundup	30
Faculty News	32
From Here and There	34

LYCOMING



ON THE COVER—In the prestigious halls of the United Nations Headquarters Edward L. MacGorman, a June 1963 Lycoming graduate, leads an assembly of serious-minded undergraduates from 120 colleges at the National Model Assembly. His story and more photos are on pages 2-5.



DEAR ALUMNI—

This issue of the *Alumni Bulletin* is concerned with the problems and the prospects of college finance. It is an important issue. I trust you will read it with care.

Reporting to the Board of Directors in 1960 I said, "The problem of financing higher education has always been difficult. This is so whether you are responsible for the College budget or for the education of your own children." The insert in this Bulletin, discussing "The Money Behind Our Colleges," deals in an intelligent and forthright way with this problem.

The financial responsibility for higher education is being discussed at every level of American life. Into this discussion, the concern for the independent colleges is always introduced. The issue which is involved is nowhere more vital than in the institution which is related to the Church.

Every educational institution must depend upon a broad base of financial support. It is a dangerous sign when any single source of income becomes so important as to have the fate of the entire institution in its control. So we plead the cause of the college before its many constituents. We realize that adequate support demands substantial participation by all who have an interest in the college.

As the Alumni of the College give consideration to this problem, I trust you will recognize the share of the problem which rests upon your shoulders. Your College needs you and the support you are able to provide.

Very sincerely,

D. FREDERICK WERTZ
President of the College



Leadership By A Lycoming Man

*Graduate Ed MacGorman
Returns to Serve Model UN*

When the National Model General Assembly of the United Nations suddenly found its president's chair vacant last fall, they turned to the one man they knew would sit in it with distinction—Edward L. MacGorman, a Lycoming graduate from the Class of 1963. It was an unprecedented move. Formerly a college undergraduate had always been elected to preside over this student adventure into international affairs. The elected student's resignation, however, required a swift choice of a capable man to assume leadership over the representatives of 120 colleges and universities who would converge on the UN Headquarters for four days in March to enact a replica of UN business.

Their selection of Ed was founded on his brilliant past performance at other Model UN assemblies. In New York two years ago his precision thinking and confident oratory helped Lycoming pass the greatest number of resolutions and give the top delegation performance. Last year in Washington his suave committee chairmanship won a standing ovation.

Ed was equally at home conferring (above and opposite) with UN statesman Sir Hugh Foot and sharing the banquet table (below) with Zenon G. Rossides, permanent representative of Cyprus to the UN.





Ed had begun work in June for Western Electric in Kearney, New Jersey to be groomed for management in their Staff Trainee Program. The WE trainee program is intensive, accelerated and demanding—with high rewards for the young men who excel in it. Although Ed was immersed in learning the multifarious functions within the comptroller's department, he sought permission from Kearney Works management to accept the Model UN post. The men at WE were enthusiastically cooperative — releasing him for special meetings and giving publicity assistance through their contacts with news media. Once he plunged into the Model UN presidency, Ed fulfilled the expectations of the Executive Committee who appointed him. His responsibilities included among others correspondence with delegations, scheduling events, conferring with keynote speaker Sir Hugh Foote, a British UN expert on South Africa, and finally—presiding at the four-day assembly. It also included a warm reunion with former Lycoming classmates. Representing Indonesia, the Lycoming delegation was led by senior Dorothy Villinger and advised by Richard T. Stites, Assistant Professor of History. Dorothy Villinger was appointed rapporteur for the significant Political Committee and senior Susan

Ed's training program at Western Electric is a comprehensive one that acquaints him with everything from time study methods (above) to computer operations. WE men like J. E. Crechman (at right with Ed), Assistant Superintendent of Wage Practices and Chairman of the Staff Trainee Program, are pleased with Ed's eagerness and quick grasp of company procedure.



Yost served as secretary to the Plenary Sessions. Mr. Stites; Dr. Loring B. Priest, Divisional Director, Social Sciences; and Mr. Masood Ghaznavi, Lecturer in History and Political Science, had prepared the Lycoming delegation in an eight-week stretch of serious study prior to the NMGA. Delegates practiced committee discussions, bloc voting, rules usage, and assembly speeches. They evaluated news reports and prepared resolutions. All of this sharpened their knowledge of issues, debate tactics, and parliamentary procedure.

For Ed, presiding over the 1964 Model UN was a great satisfaction. He wrote: "It is not very often that an alumnus has the opportunity to perform a task or to assume a responsibility that will ultimately result in adding to the stature of the institution to whom he owes a large portion of his acquired knowledge; however, I have been graciously granted this opportunity and you can rest assured that I will perform my assigned tasks with this particular motivation at the helm of my actions."



Delegation adviser Richard T. Stites and student Susan Yost visited the Indonesian Ambassador to the UN (top right). Ed joined Sue for a discussion with the Ambassador (center) while other Lycoming delegation members (below) gleaned information from an Indonesian aide. Lycoming proved to be a capable, well prepared delegation.





Where is Lycoming's Money Coming From?

by DR. ROBERT A. RABOLD

*An Economics Professor Views Lycoming's Financial
Present and Future in Light of National Trends*

As the reader of the essay on page eleven is doubtless aware, its authors raise more questions than they provide answers for. Not to be outdone, this writer would add to the imposing list of questions yet another—*how do all these data apply to Lycoming College?* And, in keeping with the spirit of things, still more questions ought to be raised, contemplated and, it is

hoped, discussed, but, alas, will be left unanswered. For, the destiny of any institution fashioned by men's hands is subjected to such a multiplicity of forces that few persons, if any, possess either the wisdom or the folly to attempt long-range prediction without a substantial amount of hedging or the adoption of the economists' famous condition of *ceteris paribus*. This

We in the Lycoming College community—alumni, Board, faculty, administration, students—have a mutual concern with collegiate communities the nation over. The concern is where to find the money to do what we believe we must do to remain an effective force in higher education. The cry is familiar, but the problem is keener than ever. So that you may know the predicaments confronting other colleges and be able to assess Lycoming's quandary in their light, we offer you the following two essays. The first, beginning on the opposite page, is an incisive appraisal of our own particular financial case by a discerning faculty member. The second, on page eleven, "The Money Behind Our Colleges," is a comprehensive study of the national college financial picture prepared by Editorial Projects For Education, a non-profit organization associated with the American Alumni Council. Both reports reflect urgency.

is not to say that those in charge of an institution's destiny ought not to plan. Indeed, they have no choice but to plan for the morrow, for planning is the real essence of the managerial skill which assures that there will be a tomorrow. Not a few notable corporation failures were the ultimate result of the failure to distill from the handwriting upon the wall those elements which were beginning already to impinge upon the business firm's survival potential and to make the requisite adjustments. That which applies to businesses is applicable to colleges if they are to continue to have a role to fulfill in society; that is, if they are to continue to provide the type of education which is relevant to an increasingly complex social organization.

If private colleges are to continue to serve the community of man, their boards and their executive officers must engage in financial planning. They must attempt to estimate probable future expenditures and to match these to estimated future income and then, like any business enterprise, stick to a frequently stringent budget, all the while attempting to produce additional revenue. In spite of the typical educator's outcry when his college is compared to a profit-making business firm, those in charge of the former's fiscal operations are only too well aware of the similarity in operating statements. Obviously the college is not a profit making institution in the sense that there is a residual accruing to the owners of the enterprise. However, neither institution can sell its services in the long run for a figure less than the full cost of production. Neither the organization questing money

profits nor the "profitless" college is an eleemosynary institution in the sense that it can choose deliberately to lose money. The private college may be in a relatively advantageous position to the extent that it can (and must) depend upon gifts to "balance" the budget, whereas this is hardly normal corporate practice. (This argument ignores both tax supported institutions and governmentally subsidized enterprises.) As the adjoining article points out, gifts to private liberal arts colleges may well determine their survival quotient, and I doubt that this is an understatement.

Looking at the matter of gifts from another vantage point, it is apparent that colleges do provide an education at a price below cost, the recipient being subsidized in various forms, too little of which stems from the alumni. Statisticians are fond of telling us that the "average" college graduate earns over \$100,000 more during his productive life than his non-graduate counterpart. Most investors would fight for an opportunity to be introduced to an investment bonanza yielding \$100 for each \$8 invested and to pay a substantial locator's fee as well. Yet, if we are to believe the figures, the typical college alumnus refuses to repay even a part of his educational subsidy, not to mention to share the return on his investment with his alma mater. But, back to the subject at hand.

There is little to be disputed in the essay dealing with "the money behind our colleges." The figures it presents are common knowledge to educators and the conclusions which it makes explicit or which the reader may wish to infer can be derived from a simple extrapolation of the trends when tempered with a little common sense.

This observer's experience leads him to agree with the general propositions that (1) education is eminently desirable in its implicit and explicit values to society as well as to the individual; (2) since society reaps at least some portion of the benefits of one's education, it is equitable in theory to place a portion of the cost upon society; (3) education is beginning to assume the proportions of a middle-class luxury; and (4) the trend of the relative quantitative importance of public-supported institutions seems likely to be both rising and non-reversible. (And in some respects regrettable.) Not a few university students rebel at the impersonal closed circuit television courses in which the only way of communicating with the two-dimensional TV image is to rise, walk embarrassed across the room, punch an impersonal red button on the wall, and speak into an equally impersonal and somehow comic microphone to get the image's attention. Because we (regrettably) live in an over-organized and over-committed era of big business, big unions, big governments and big budgets is no reason, *ipso facto*, benignly to accept as a fact of life the necessity of concentrating our educational facilities, too. In many respects, educational institutions that come in small packages have immense advantages.

The one aspect of the accompanying essay which the reader ought not to accept at face value as applying to Lycoming is, of course, the statistical analysis

of the "average" U. S. college or university. Averages can be misleading. In spite of the fact that a man sitting with his feet in the fire and his head in the freezer is comfortable, on the average, his extremities are suffering from extremes and to them, at least, *average* must apply to somebody else more happily circumstanced. Thus, one cannot assume that those "average" financial conditions have any but the most generalized applicability to any specific college and may be foreign to many, as we shall see.

Before attempting the comparison, it is well that we should devote a few thoughts to those facets of the essay under consideration with which we find ourselves in harmony. The first proposition referred to affirmed the beneficial effects which education has upon society as a whole, a conclusion which no reasonable man would question. This is not to say that education will solve all of mankind's problems, for it seems as though the most intractable of man's baser traits stem not from reason. On the contrary, they are able to assert their power in spite of the refinement of reason. On the other hand, it is not by coincidence that the economically advanced nations are those exhibiting high *per capita* expenditures for education. The connection is so obvious, in fact, that no less an expert on underdeveloped nations than Paul Hoffman insists that the principal requisite to economic growth is not capital formation, as many economists insist, but education. The traditional banes of mankind—ignorance and poverty—go hand in glove and have thus been mutually reinforcing. Even in the U. S. A., with its incomparably high scale of living, the principal benefit to society of the so-called G. I. Bill of Rights is to be found in raising the income-earning and taxpaying potential of its recipients, making of it a dividend-producing gesture rather than a costly expression of taxpayers' gratitude. One could develop this theory at greater length at the risk of exposure to ridicule for belaboring the obvious. Suffice it to say that the benefits conveyed to society by one's education ought to be accepted as fact.

We have, then, a benefits received concept like that found in tax theory. It is a simple matter to accept the premise that most of our social institutions benefit from education—certainly our business firms, our churches, the professions, and our political entities do. Quantitative measurement of the value of such benefits is impossible, of course, just as it is impossible to measure the value of benefits to society of our streets and sidewalks and of our police and fire fighting forces. Upon what rational basis, then, can any individual calculate his contribution to an educational institution in accordance with a benefits received theory? Obviously, in the case of private colleges, he cannot do so, thus he is left to follow his conscience. In the case of business enterprises, tax considerations and the desire to create favorable public images may supply the giving rationale. In the case of tax-supported colleges, the amount of tax revenue which society voluntarily diverts to them provides some rough measure of the value it places upon the institutions.

The Bethlehem Steel Company provides us with a rule of thumb method of calculating benefits received. This firm donates the sum of \$4,000 to the *alma mater* of each employee successfully completing its managerial training program. *In the case of Lycoming, this is roughly half of the cost of tuition, room, and board for four years.*

Turning to the question of the cost of education, the parents of college-bound children are only too aware of the continually increasing costs. The simple fact is that education costs money, and even with the present level of tuition, the student pays for less than the full cost of his education. Room and board fees have risen simply because the costs of food and the construction and maintenance of buildings have risen for colleges just as they have risen for the average home owner. It is interesting to note that board at Lycoming has risen *only 10 per cent* over the last 10 years due to the cost economies inherent in mass



feeding techniques. If adequate facilities are to be provided and if colleges are to continue to attract competent faculty, there are no alternatives to rising costs. The present costs for educating a student at Lycoming are \$1,100 for tuition and fees and \$850 for room and board for an academic year. On a monthly basis (so familiar a form for most American families) the cost is \$162.50. When one recognizes that the average family income after taxes in the United States is approximately \$6,400, it is indeed a wonder that so many families as do can afford to educate one child, not to mention several. (The high cost of college undoubtedly is responsible for the continuing increase in the relative importance of enrollment in tax-supported institutions.)

One suspects that parents choose the latter for

reasons of economy. Large schools generally are no better than smaller ones, at least in most areas of pedagogy, although they have obvious advantages in, say, the scientific disciplines where elaborate equipment is necessary. Small colleges simply cannot afford to construct and maintain elaborate observatories or million dollar computer centers.

The writer is forced to accept the conclusion that the trend toward relatively higher enrollments in public institutions will continue, hence the private colleges must raise vast sums of money in the form of gifts if they are to survive.

Not only must the private colleges solicit gifts, but they ought to attempt to provide a strongly differentiated type of curriculum providing for superior, and preferably unique, educational experiences. This is, inevitably, an age of specialization and is rapidly becoming more so. A man is no longer a chemist, but a particular type of chemist. Economists, medical practitioners, and physicists all must specialize in some facet of their respective disciplines if they are to be competent. Most disciplines have expanded their knowledge so rapidly in recent years that specialization has become necessary. Whether or not this is desirable is beside the point. It is a fact. Should not the liberal arts colleges recognize this fact by augmenting their general education curricula with a great deal of specialization to prepare their graduates for competency in at least one specialized subject area? This can be done by adding one year of graduate study to their programs and by dropping many of the freshman and some of the sophomore courses which the better high schools are now teaching. Too many bright students find the first year of college, and perhaps the better part of the first two years, redundant and hence lacking challenge.

We recommend that the liberal arts colleges *augment, not replace*, their general education curricula with programs providing for the analysis of some particular discipline *in considerable depth*. The writer lives with the fear that we will produce a technological ant hill if we ignore the development of the whole man. It is most important to the survival of a sane culture that we continue to insist upon training men in literature and the arts so that we may possess citizens with a depth of perspective and a sense of history, beauty, and ethics.

What about the question of how the colleges get the money they need? In minor respects Lycoming College shares some of these income characteristics with the "average" school, but in one major respect it differs significantly. Addressing ourselves to the lesser sources of income first, we find that Lycoming derives 6.23 per cent of its educational income from gifts and appropriations as compared with the national average of 6.4 per cent. Our endowment income of 3.3 per cent contrasts with a 9.4 per cent national average (which is classified as "other educational and general income, including income from endowment," hence not strictly comparable). The income from our auxiliary enterprises also approximates the national average figure

of 17.5 per cent, although it tends to show some fluctuation. It is enlightening to note that contributions from Lycoming's alumni constituted an embarrassingly meager 1.4 per cent of educational income, totalling less than \$15,000 in 1963. Since the college appropriation for the alumni office function in 1963 approximated \$23,800, *the alumni constituted a net drain of almost \$9,000 upon the college's financial resources*. The figure of \$23,800, incidentally, is composed of \$12,800 in direct expenses plus \$11,000 in pro rated salaries of four employees in the Alumni Office.

That aspect of our income which is so vastly different from the national average was that from tuition and fees which, *for Lycoming, accounted in 1963 for over 85 per cent of educational income in contrast to the national average of some 21 per cent*. It is apparent that our college is too heavily dependent upon tuition for income. Some of the undesirable results from such a heavy dependence upon students ought to be obvious. It is probably safe to say that no college ever manages to achieve the "ideal" student body. That is, for the purposes of filling a class to insure adequate operating income for the year, some students who are unable to profit from a college education must be admitted. This simply is not good admissions practice. The democratic ideal of providing an education for all qualified comers can be over-balanced by the really cruel policy of accepting students who, by virtue of lack of intelligence or motivation, or both, are known at the time of admission to be probable flunk-outs. The necessity of having to recruit a given number of students annually not only constricts the latitude of admissions flexibility but also forces a deterioration of academic standards. The problem stems from the fact that not only do the poor students derive little benefit from an academic program which is beyond their grasp, but also the best students will not put up for very long with an overall program which is, *per force*, aimed below their level of attainment.

It is, then, the better part of wisdom to reduce the college's dependence upon student income for, by so doing, a better student body can profit from a superior academic program taught by a faculty which finds its challenge in intellectually curious, able students, thus completing the academic circle.

This brings us to the remaining sources of income. Insofar as money from state and local governments is concerned, Lycoming receives none. We do benefit from federal programs in two ways, neither of which is directly reflected in the current operating income. The first and most evident use of federal funds has been for the construction of the various dormitories and the Student Union Building over the past nine years. The reader will be aware that most of the money spent for the construction of these structures originated with the federal government and that there are two aspects of such funds which are significant. In the first place, the money takes the form of loans which must be repaid with interest over a long period of time. In the second place, and perhaps more significantly, the indenture agreements tie up the operating income of

the properties to provide for repayment. This is one undesirable facet of government assistance because our entire fiscal program must be oriented around the necessity of allocating income for debt service. That is, the repayment requirement extracts funds which would otherwise be available for current educational services.

The second part of federal aid comes but indirectly in the form of federally guaranteed loans to students. These loans bear modest rates of interest and generous repayment clauses. To the extent that we can recruit students who, lacking the federally guaranteed loans, would be unable to attend college, we derive an indirect benefit. Otherwise, if the students would have attended Lycoming by borrowing money from other credit sources, federal loans to students benefit them only.

We believe that there is little to be feared by way of government's interference with academic freedom which supposedly attaches to federal grants and loans. In fact, it strikes us that those expressing such fear really demonstrate little faith in our American system of government. Aside from the nuisance value of having to fill out government forms—myriads of forms in myriads of copies—the greatest danger inherent in government aid lies in the fact that those who are competing for the available dollars may voluntarily compromise their own educational ideals to gain fiscal favors. This most certainly is not the fault of those who administer the programs or the intent of the Congress. Those professors who bore the brunt of the McCarthy era persecution were not all employed by tax-supported colleges. So governmental prohibitions on academic freedom will stem from circumstances other than so-called strings attached to financial aid.

We are left with two income sources—endowment and gifts. A larger endowment would provide a larger and more nearly constant annual income. To raise our present endowment to a meaningful level of \$400,000, or 18 per cent of total income, would require a sum of \$10 million invested to yield 4 per cent.

Perhaps the only answer to the perennial question, "where's the money coming from?" is to be found by turning to gifts. By the process of simply eliminating income sources one by one, we are left with the conclusion that gifts provide the only real answer to the question. Since gifts are generally one-shot propositions, the fund raiser cannot afford the luxury of resting upon his laurels.

One final comment about fund raising is appropriate. We hear it said frequently and in a derogatory sense that modern college presidents are not really educators at all, but usually just fund raisers. In rebuttal, we stipulate that the first part of the comment is not true and, with respect to the second, what's so bad about being a fund raiser? College presidents may not be educators in the sense of meeting in classrooms on weekly schedules; however, they most certainly do believe in education, otherwise they would not put up with the heavy demands which we place upon both their time and their health. Furthermore,

insofar as teaching students is concerned, this is the function of faculties and deans, as it ought to be. So let the teachers teach!

Teaching cannot be done in a financial vacuum. Money, and in great quantities, is the *sine qua non* of a college's existence. Thus the fund raising job assumes a role of primary importance, and whether the president personally knocks on doors with his hand stuck out or whether he pays assistants to do so does not alter the fact that the fund raising function is of the utmost importance to any college, including Lycoming.



Dr. Robert Rabold is Divisional Director of Business Administration and Professor of Economics. He has been on the Lycoming College faculty since 1955. Prior to that he taught economics and international trade at the University of Pittsburgh, and for a time served with the U. S. Department of Commerce as a commercial agent, foreign trade, and also as a contract negotiator for the Department of the Army, Pittsburgh Ordnance District. Dr. Rabold earned a B.A. degree from The Pennsylvania State University, and an M.A. and Ph.D. from the University of Pittsburgh.



The Money Behind Our Colleges

ARE AMERICA'S colleges and universities in good financial health—or bad?

Are they pricing themselves out of many students' reach? Or can—and should—students and their parents carry a greater share of the cost of higher education?

Can state and local governments appropriate more money for higher education? Or is there a danger that taxpayers may “revolt”?

Does the federal government—now the third-largest provider of funds to higher education—pose a threat to the freedom of our colleges and universities? Or is the “threat” groundless, and should higher education seek even greater federal support?

Can private donors—business corporations, religious denominations, foundations, alumni, and alumnae—increase their gifts to colleges and universities as greatly as some authorities say is necessary? Or has private philanthropy gone about as far as it can go?

There is no set of “right” answers to such questions. College and university financing is complicated, confusing, and often controversial, and even the administrators of the nation's institutions of higher learning are not of one mind as to what the best answers are.

One thing is certain: financing higher education is not a subject for “insiders,” alone. Everybody has a stake in it.



Where U.S. colleges and universities get their income

THESE DAYS, most of America's colleges and universities manage to make ends meet. Some do not: occasionally, a college shuts its doors, or changes its character, because in the jungle of educational financing it has lost the fiscal fitness to survive. Certain others, qualified observers suspect, hang onto life precariously, sometimes sacrificing educational quality to conserve their meager resources. But most U.S. colleges and universities survive, and many do so with some distinction. On the surface, at least, they appear to be enjoying their best financial health in history.

The voice of the bulldozer is heard in our land, as new buildings go up at a record rate. Faculty salaries in most institutions—at critically low levels not long ago—are, if still a long distance from the high-tax brackets, substantially better than they used to be. Appropriations of state funds for higher education are at an all-time high. The federal government is pouring money into the campuses at an unprecedented rate. Private gifts and grants were never more numerous. More students than ever before, paying higher fees than ever before, crowd the classrooms.

How real is this apparent prosperity? Are there danger signals? One purpose of this report is to help readers find out.

HOW DO colleges and universities get the money they run on? By employing a variety of financing processes and philosophies. By conducting, says one participant, the world's busiest patchwork quilting-bee.

U.S. higher education's balance sheets—the latest of which shows the country's colleges and universities receiving more than \$7.3 billion in current-fund income—have been known to baffle even those men and women who are at home in the depths of a corporate financial statement. Perusing them, one learns that even the basic terms have lost their old, familiar meanings.

“Private” institutions of higher education, for example, receive enormous sums of “public” money—including more federal research funds than go to all so-called “public” colleges and universities.

And “public” institutions of higher education own some of the largest “private” endowments. (The endowment of the University of Texas, for instance, has a higher book value than Yale's.)

When the English language fails him so completely, can higher education's balance-sheet reader be blamed for his bafflement?

IN A RECENT year, U.S. colleges and universities got their current-fund income in this fashion:

20.7% came from student tuition and fees.

18.9% came from the federal government.

22.9% came from state governments.

2.6% came from local governments.

6.4% came from private gifts and grants.

9.4% was other educational and general income, including income from endowments.

17.5% came from auxiliary enterprises, such as dormitories, cafeterias, and dining halls.

1.6% was student-aid income.

Such a breakdown, of course, does not match the income picture at any actual college or university. It includes institutions of many shapes, sizes, and financial policies. Some heat their classrooms and pay their professors largely with money collected from students. Others receive relatively little from this source. Some balance their budgets with large sums from governments. Others not only receive no such funds, but may actively spurn them. Some draw substantial interest from their endowments and receive gifts and grants from a variety of sources.

"There is something very reassuring about this assorted group of patrons of higher education," writes a college president. "They are all acknowledging the benefits they derive from a strong system of colleges and universities. Churches that get clergy, communities that get better citizens, businesses that get better employees—all share in the costs of the productive machinery, along with the student . . ."

In the campus-to-campus variations there is often a deep significance; an institution's method of financing may tell as much about its philosophies as do the most eloquent passages in its catalogue. In this sense, one should understand that *whether* a college or university receives enough income to survive is only part of the story. *How* and *where* it gets its money may have an equally profound effect upon its destiny.



PRIVATE INSTITUTIONS:
34.3% of their income
comes from student fees.

from Students

20.7 per cent

LAST FALL, some 4.4 million young Americans were enrolled in the nation's colleges and universities—2.7 million in public institutions, 1.7 million in private.

For most of them, the enrollment process included a stop at a cashier's office, to pay tuition and other educational fees.

How much they paid varied considerably from one campus to another. For those attending public institutions, according to a U.S. government survey, the median in 1962-63 was \$170 per year. For those attending private institutions, the median was \$690—four times as high.

There were such differences as these:

In public universities, the median charge was \$268.

In public liberal arts colleges, it was \$168.

In public teachers colleges, it was \$208.

In public junior colleges, it was \$113.

Such educational fees, which do not include charges for meals or dormi-



PUBLIC INSTITUTIONS:
10% of their income
comes from student fees.

**Are tuition charges
becoming
too burdensome?**



tory rooms, brought the nation's public institutions of higher education a total of \$415 million—one-tenth of their entire current-fund income.

By comparison:

In private universities, the median charge was \$1,038.

In private liberal arts colleges, it was \$751.

In private teachers colleges, it was \$575.

In private junior colleges, it was \$502.

In 1961-62, such student payments brought the private colleges and universities a total of \$1.1 billion—more than one-third of their entire current-fund income.

From all students, in all types of institution, America's colleges and universities thus collected a total of \$1.5 billion in tuition and other educational fees.

NO NATION puts more stock in maximum college attendance by its youth than does the United States," says an American report to an international committee. "Yet no nation expects those receiving higher education to pay a greater share of its cost."

The leaders of both private and public colleges and universities are worried by this paradox.

Private-institution leaders are worried because they have no desire to see their campuses closed to all but the sons and daughters of well-to-do families. But, in effect, this is what may happen if students must continue to be charged more than a third of the costs of providing higher education—costs that seem to be eternally on the rise. (Since one-third is the average for *all* private colleges and universities, the students' share of costs is lower in some private colleges and universities, considerably higher in others.)

Public-institution leaders are worried because, in the rise of tuition and other student fees, they see the eventual collapse of a cherished American dream: equal educational opportunity for all. Making students pay a greater part of the cost of public higher education is no mere theoretical threat; it is already taking place, on a broad scale. Last year, half of the state universities and land-grant institutions surveyed by the federal government reported that, in the previous 12 months, they had had to increase the tuition and fees charged to home-state students. More than half had raised their charges to students who came from other states.

CAN THE RISE in tuition rates be stopped—at either public or private colleges and universities?

A few vocal critics think it should not be; that tuition should, in fact, go up. Large numbers of students can afford considerably more than they are now paying, the critics say.

"Just look at the student parking lots. You and I are helping to pay for those kids' cars with our taxes," one campus visitor said last fall.

Asked an editorial in a Tulsa newspaper:

"Why should taxpayers, most of whom have not had the advantage of college education, continue to subsidize students in state-supported universities who have enrolled, generally, for the frank purpose of eventually earning more than the average citizen?"

An editor in Omaha had similar questions:

"Why shouldn't tuition cover more of the rising costs? And why shouldn't young people be willing to pay higher tuition fees, and if necessary borrow the money against their expected earnings? And why shouldn't tuition charges have a direct relationship to the prospective earning power—less in the case of the poorer-paid professions and more in the case of those which are most remunerative?"

Such questions, or arguments-in-the-form-of-questions, miss the main point of tax-supported higher education, its supporters say.

"The primary beneficiary of higher education is society," says a joint statement of the State Universities Association and the Association of State Universities and Land-Grant Colleges.

"The process of making students pay an increasing proportion of the costs of higher education will, if continued, be disastrous to American society and to American national strength.

"It is based on the theory that higher education benefits only the individual and that he should therefore pay immediately and directly for its cost—through borrowing if necessary. . . .

"This is a false theory. . . . It is true that great economic and other benefits do accrue to the individual, and it is the responsibility of the individual to help pay for the education of others on this account—through taxation and through voluntary support of colleges and universities, in accordance with the benefits received. But even from the narrowest of economic standpoints, a general responsibility rests on society to finance higher education. The businessman who has things to sell is a beneficiary, whether he attends college or not, whether his children do or not. . . ."

Says a university president: "I am worried, as are most educators, about the possibility that we will price ourselves out of the market."

For private colleges—already forced to charge for a large part of the cost of providing higher education—the problem is particularly acute. As costs continue to rise, where will private colleges get the income to meet them, if not from tuition?

After studying 100 projections of their budgets by private liberal arts colleges, Sidney G. Tickton, of the Fund for the Advancement of Education, flatly predicted:

"Tuition will be much higher ten years hence."

Already, Mr. Tickton pointed out, tuition at many private colleges is beyond the reach of large numbers of students, and scholarship aid isn't large enough to help. "Private colleges are beginning to realize that they haven't been taking many impecunious students in recent years. The figures show that they can be expected to take an even smaller proportion in the future.



**Or should students
carry a heavier
share of the costs?**

CONTINUED

TUITION continued



PRIVATE INSTITUTIONS:
1.4% of their income
comes from the states.

22.9 per cent from States



PUBLIC INSTITUTIONS:
39.7% of their income
comes from the states.

"The facts are indisputable. Private colleges may not like to admit this or think of themselves as educators of only the well-heeled, but the signs are that they aren't likely to be able to do very much about it in the decade ahead."

What is the outlook at public institutions? Members of the Association of State Colleges and Universities were recently asked to make some predictions on this point. The consensus:

They expect the tuition and fees charged to their home-state students to rise from a median of \$200 in 1962-63 to \$230, five years later. In the previous five years, the median tuition had increased from \$150 to \$200. Thus the rising-tuition trend would not be stopped, they felt—but it would be slowed.

THE ONLY alternative to higher tuition, whether at public or private institutions, is increased income from other sources—taxes, gifts, grants. If costs continue to increase, such income will have to increase not merely in proportion, but at a faster rate—if student charges are to be held at their present levels.

What are the prospects for these other sources of income? See the pages that follow.

COLLEGES and universities depend upon many sources for their financial support. But one source towers high above all the rest: the American taxpayer.

The taxpayer provides funds for higher education through all levels of government—federal, state, and local.

Together, in the most recent year reported, governments supplied 44.4 per cent of the current-fund income of all U.S. colleges and universities—a grand total of \$3.2 billion.

This was more than twice as much as all college and university students paid in tuition fees. It was nearly seven times the total of all private gifts and grants.

By far the largest sums for educational purposes came from state and local governments: \$1.9 billion, altogether. (Although the federal government's over-all expenditures on college and university campuses were large—nearly \$1.4 billion—all but \$262 million was earmarked for research.)

STATES HAVE HAD a financial interest in higher education since the nation's founding. (Even before independence, Harvard and other colonial colleges had received government support.) The first state university, the University of Georgia, was chartered in 1785. As settlers

moved west, each new state received two townships of land from the federal government, to support an institution of higher education.

But the true flourishing of publicly supported higher education came after the Civil War. State universities grew. Land-grant colleges were founded, fostered by the Morrill Act of 1862. Much later, local governments entered the picture on a large scale, particularly in the junior-college field.

Today, the U.S. system of publicly supported colleges and universities is, however one measures it, the world's greatest. It comprises 743 institutions (345 local, 386 state, 12 federal), compared with a total of 1,357 institutions that are privately controlled.

Enrollments in the public colleges and universities are awesome, and certain to become more so.

As recently as 1950, half of all college and university students attended private institutions. No longer—and probably never again. Last fall, the public colleges and universities enrolled 60 per cent—one million more students than did the private institutions. And, as more and more young Americans go to college in the years ahead, both the number and the proportion attending publicly controlled institutions will soar.

By 1970, according to one expert projection, there will be 7 million college and university students. Public institutions will enroll 67 per cent of them.

By 1980, there will be 10 million students. Public institutions will enroll 75 per cent of them.

THE FINANCIAL implications of such enrollments are enormous. Will state and local governments be able to cope with them?

In the latest year for which figures have been tabulated, the current-fund income of the nation's public colleges and universities was \$4.1 billion. Of this total, state and local governments supplied more than \$1.8 billion, or 44 per cent. To this must be added \$790 million in capital outlays for higher education, including \$613 million for new construction.

In the fast-moving world of public-college and university financing, such heady figures are already obsolete. At present, reports the Committee for Economic Development, expenditures for higher education are the fastest-growing item of state and local-government financing. Between 1962 and 1968, while expenditures for all state and local-government activities will increase by about 50 per cent, expenditures for higher education will increase 120 per cent. In 1962, such expenditures represented 9.5 per cent of state and local tax income; in 1968, they will take 12.3 per cent.

Professor M.M. Chambers, of the University of Michigan, has totted up each state's tax-fund appropriations to colleges and universities (see list, next page). He cautions readers not to leap to interstate comparisons; there are too many differences between the practices of the 50 states to make such an exercise valid. But the differences do not obscure



**Will state taxes
be sufficient to meet
the rocketing demand?**

CONTINUED

STATE FUNDS continued

State Tax Funds For Higher Education

	Fiscal 1963	Change from 1961	
Alabama.....	\$22,051,000	— \$346,000	— 1.5%
Alaska.....	3,301,000	+ 978,000	+42%
Arizona.....	20,422,000	+ 4,604,000	+29%
Arkansas.....	16,599,000	+ 3,048,000	+22.5%
California.....	243,808,000	+48,496,000	+25%
Colorado.....	29,916,000	+ 6,634,000	+28.25%
Connecticut...	15,948,000	+ 2,868,000	+22%
Delaware.....	5,094,000	+ 1,360,000	+36.5%
Florida.....	46,043,000	+ 8,780,000	+23.5%
Georgia.....	32,162,000	+ 4,479,000	+21%
Hawaii.....	10,778,000	+ 3,404,000	+46%
Idaho.....	10,137,000	+ 1,337,000	+15.25%
Illinois.....	113,043,000	+24,903,000	+28.25%
Indiana.....	62,709,000	+12,546,000	+25%
Iowa.....	38,914,000	+ 4,684,000	+13.5%
Kansas.....	35,038,000	+ 7,099,000	+25.5%
Kentucky.....	29,573,000	+ 9,901,000	+50.25%
Louisiana....	46,760,000	+ 2,203,000	+ 5%
Maine.....	7,429,000	+ 1,830,000	+32.5%
Maryland.....	29,809,000	+ 3,721,000	+20.5%
Massachusetts.	16,503,000	+ 3,142,000	+23.5%
Michigan.....	104,082,000	+ 6,066,000	+ 6%
Minnesota....	44,058,000	+ 5,808,000	+15.25%
Mississippi...	17,500,000	+ 1,311,000	+ 8%
Missouri.....	33,253,000	+ 7,612,000	+29.5%

continued opposite

the fact that, between fiscal year 1961 and fiscal 1963, all states except Alabama and Montana increased their tax-fund appropriations to higher education. The average was a whopping 24.5 per cent.

Can states continue to increase appropriations? No one answer will serve from coast to coast.

Poor states will have a particularly difficult problem. The Southern Regional Education Board, in a recent report, told why:

"Generally, the states which have the greatest potential demand for higher education are the states which have the fewest resources to meet the demand. Rural states like Alabama, Arkansas, Mississippi, and South Carolina have large numbers of college-age young people and relatively small per-capita income levels." Such states, the report concluded, can achieve educational excellence only if they use a larger proportion of their resources than does the nation as a whole.

A leading Western educator summed up his state's problem as follows:

"Our largest age groups, right now, are old people and youngsters approaching college age. Both groups depend heavily upon the producing, taxpaying members of our economy. The elderly demand state-financed welfare; the young demand state-financed education.

"At present, however, the producing part of our economy is composed largely of 'depression babies'—a comparatively small group. For the next few years, their per-capita tax burden will be pretty heavy, and it may be hard to get them to accept any big increases."

But the alternatives to more tax money for public colleges and universities—higher tuition rates, the turning away of good students—may be even less acceptable to many taxpayers. Such is the hope of those who believe in low-cost, public higher education.

EVERY projection of future needs shows that state and local governments must increase their appropriations vastly, if the people's demands for higher education are to be met. The capacity of a government to make such increases, as a California study has pointed out, depends on three basic elements:

1) The size of the "stream of income" from which the support for higher education must be drawn;

2) The efficiency and effectiveness of the tax system; and

3) The will of the people to devote enough money to the purpose.

Of these elements, the third is the hardest to analyze, in economic terms. It may well be the most crucial.

Here is why:

In their need for increased state and local funds, colleges and universities will be in competition with growing needs for highways, urban renewal, and all the other services that citizens demand of their governments. How the available tax funds will be allocated will depend, in large measure, on how the people *rank* their demands, and how insistently they make the demands known.

"No one should know better than our alumni the importance of having society invest its money and faith in the education of its young people," Allan W. Ostar, director of the Office of Institutional Research, said recently. "Yet all too often we find alumni of state universities who are not willing to provide the same opportunity to future generations that they enjoyed. Our alumni should be leading the fight for adequate tax support of our public colleges and universities.

"If they don't, who will?"

TO SOME Americans, the growth of state-supported higher education, compared with that of the private colleges and universities, has been disturbing for other reasons than its effects upon the tax rate.

One cause of their concern is a fear that government dollars inevitably will be accompanied by a dangerous sort of government control. The fabric of higher education, they point out, is laced with controversy, new ideas, and challenges to all forms of the status quo. Faculty members, to be effective teachers and researchers, must be free of reprisal or fears of reprisal. Students must be encouraged to experiment, to question, to disagree.

The best safeguard, say those who have studied the question, is legal autonomy for state-supported higher education: independent boards of regents or trustees, positive protections against interference by state agencies, post-audits of accounts but no line-by-line political control over budget proposals—the latter being a device by which a legislature might be able to cut the salary of an "offensive" professor or stifle another's research. Several state constitutions already guarantee such autonomy to state universities. But in some other states, college and university administrators must be as adept at politicking as at educating, if their institutions are to thrive.

Another concern has been voiced by many citizens. What will be the effects upon the country's private colleges, they ask, if the public-higher-education establishment continues to expand at its present rate? With state-financed institutions handling more and more students—and, generally, charging far lower tuition fees than the private institutions can afford—how can the small private colleges hope to survive?

President Robert D. Calkins, of the Brookings Institution, has said:

"Thus far, no promising alternative to an increased reliance on public institutions and public support has appeared as a means of dealing with the expanding demand for education. The trend may be checked, but there is nothing in sight to reverse it. . . .

"Many weak private institutions may have to face a choice between insolvency, mediocrity, or qualifying as public institutions. But enlarged opportunities for many private and public institutions will exist, often through cooperation. . . . By pooling resources, all may be strengthened. . . . In view of the recent support the liberal arts colleges have elicited, the more enterprising ones, at least, have an undisputed role for future service."



	Fiscal 1963	Change from 1961
Montana	\$11,161,000	—\$ 70,000 — 0.5%
Nebraska	17,078,000	+ 1,860,000 +12.25%
Nevada	5,299,000	+ 1,192,000 +29%
New Hampshire	4,733,000	+ 627,000 +15.25%
New Jersey	34,079,000	+ 9,652,000 +39.5%
New Mexico	14,372,000	+ 3,133,000 +28%
New York	156,556,000	+67,051,000 +75%
North Carolina	36,532,000	+ 6,192,000 +20.5%
North Dakota	10,386,000	+ 1,133,000 +12.25%
Ohio	55,620,000	+10,294,000 +22.5%
Oklahoma	30,020,000	+ 3,000,000 +11%
Oregon	33,423,000	+ 4,704,000 +16.25%
Pennsylvania	56,187,000	+12,715,000 +29.5%
Rhode Island	7,697,000	+ 2,426,000 +46%
South Carolina	15,440,000	+ 2,299,000 +17.5%
South Dakota	8,702,000	+ 574,000 + 7%
Tennessee	22,359,000	+ 5,336,000 +31.25%
Texas	83,282,000	+16,327,000 +24.5%
Utah	15,580,000	+ 2,441,000 +18.5%
Vermont	3,750,000	+ 351,000 +10.25%
Virginia	28,859,000	+ 5,672,000 +24.5%
Washington	51,757,000	+ 9,749,000 +23.25%
West Virginia	20,743,000	+ 3,824,000 +22.5%
Wisconsin	44,670,000	+ 7,253,000 +19.5%
Wyoming	5,599,000	+ 864,000 +18.25%
TOTALS	\$1,808,825,000	+ \$357,499,000
WEIGHTED AVERAGE		+24.5%

CONTINUED

18.9 per cent from Washington

I SEEM TO SPEND half my life on the jets between here and Washington," said an official of a private university on the West Coast, not long ago.

"We've decided to man a Washington office, full time," said the spokesman for a state university, a few miles away.

For one in 20 U.S. institutions of higher education, the federal government in recent years has become one of the biggest facts of financial life. For some it is *the* biggest. "The not-so-jolly long-green giant," one man calls it.

Washington is no newcomer to the campus scene. The difference, today, is one of scale. Currently the federal government spends between \$1 billion and \$2 billion a year at colleges and universities. So vast are the expenditures, and so diverse are the government channels through which they flow to the campuses, that a precise figure is impossible to come by. The U.S. Office of Education's latest estimate, covering fiscal 1962, is that Washington was the source of \$1.389 billion—or nearly 19 per cent—of higher education's total current-fund income.

"It may readily be seen," said Congresswoman Edith Green of Oregon, in a report last year to the House Committee on Education and Labor, "that the question is not *whether* there shall be federal aid to education."

Federal aid exists. It is big and is growing.

THE word *aid*, however, is misleading. Most of the federal government's expenditures in higher education—more than four and a half times as much as for all other purposes combined—are for research that the government needs. Thus, in a sense, the government is the purchaser of a commodity; the universities, like any other producer with whom the government does business, supply that commodity. The relationship is one of *quid pro quo*.

Congresswoman Green is quick to acknowledge this fact:

"What has not been . . . clear is the dependency of the federal government on the educational system. The government relies upon the universities to do those things which cannot be done by government personnel in government facilities.

"It turns to the universities to conduct basic research in the fields of agriculture, defense, medicine, public health, and the conquest of space, and even for managing and staffing of many governmental research laboratories.

"It relies on university faculty to judge the merits of proposed research.

"It turns to them for the management and direction of its foreign aid programs in underdeveloped areas of the world.



PRIVATE INSTITUTIONS:
19.1% of their income
comes from Washington.



PUBLIC INSTITUTIONS:
18.6% of their income
comes from Washington.

"It relies on them for training, in every conceivable field, of government personnel—both military and civilian."

THE FULL RANGE of federal-government relationships with U.S. higher education can only be suggested in the scope of this report. Here are some examples:

Land-grant colleges had their origins in the Morrill Land Grant College Act of 1862, when the federal government granted public lands to the states for the support of colleges "to teach such branches of learning as are related to agriculture and the mechanic arts," but not excluding science and classics. Today there are 68 such institutions. In fiscal 1962, the federal government distributed \$10.7 million in land-grant funds.

The armed forces operate officers training programs in the colleges and universities—their largest source of junior officers.

Student loans, under the National Defense Education Act, are the major form of federal assistance to undergraduate students. They are administered by 1,534 participating colleges and universities, which select recipients on the basis of need and collect the loan repayments. In fiscal 1962, more than 170,000 undergraduates and nearly 15,000 graduate students borrowed \$90 million in this way.

"The success of the federal loan program," says the president of a college for women, "is one of the most significant indexes of the important place the government has in financing private as well as public educational institutions. The women's colleges, by the way, used to scoff at the loan program. 'Who would marry a girl with a debt?' people asked. 'A girl's dowry shouldn't be a mortgage,' they said. But now more than 25 per cent of our girls have government loans, and they don't seem at all perturbed."

Fellowship grants to graduate students, mostly for advanced work in science or engineering, supported more than 35,000 persons in fiscal 1962. Cost to the government: nearly \$104 million. In addition, around 20,000 graduate students served as paid assistants on government-sponsored university research projects.

Dormitory loans through the college housing program of the Housing and Home Finance Agency have played a major role in enabling colleges and universities to build enough dormitories, dining halls, student unions, and health facilities for their burgeoning enrollments. Between 1951 and 1961, loans totaling more than \$1.5 billion were approved. Informed observers believe this program finances from 35 to 45 per cent of the total current construction of such facilities.

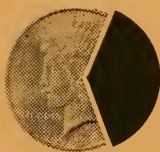
Grants for research facilities and equipment totaled \$98.5 million in fiscal 1962, the great bulk of which went to universities conducting scientific research. The National Science Foundation, the National Institutes of Health, the National Aeronautics and Space Administration, and the Atomic Energy Commission are the principal sources of such grants. A Department of Defense program enables institutions to build facilities and write off the cost.

To help finance new classrooms, libraries, and laboratories, Congress last year passed a \$1.195 billion college aid program and, said President

Can federal dollars properly be called federal "aid"?

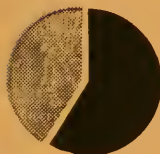


FEDERAL FUNDS continued



38%
of Federal research funds
go to these 10 institutions:

U. of California	U. of Illinois
Mass. Inst. of Technology	Stanford U.
Columbia U.	U. of Chicago
U. of Michigan	U. of Minnesota
Harvard U.	Cornell U.



59%
of Federal research funds
go to the above 10 + these 15:

U. of Wisconsin	Yale U.
U. of Pennsylvania	Princeton U.
New York U.	Iowa State U.
Ohio State U.	Cal. Inst. of Technology
U. of Washington	U. of Pittsburgh
Johns Hopkins U.	Northwestern U.
U. of Texas	Brown U.
	U. of Maryland

Johnson, thus was "on its way to doing more for education than any since the land-grant college bill was passed 100 years ago."

Support for medical education through loans to students and funds for construction was authorized by Congress last fall, when it passed a \$236 million program.

To strengthen the curriculum in various ways, federal agencies spent approximately \$9.2 million in fiscal 1962. Samples: A \$2 million National Science Foundation program to improve the content of science courses; a \$2 million Office of Education program to help colleges and universities develop, on a matching-fund basis, language and area-study centers; a \$2 million Public Health Service program to expand, create, and improve graduate work in public health.

Support for international programs involving U.S. colleges and universities came from several federal sources. Examples: Funds spent by the Peace Corps for training and research totaled more than \$7 million. The Agency for International Development employed some 70 institutions to administer its projects overseas, at a cost of about \$26 million. The State Department paid nearly \$6 million to support more than 2,500 foreign students on U.S. campuses, and an additional \$1.5 million to support more than 700 foreign professors.

BUT the greatest federal influence, on many U.S. campuses, comes through the government's expenditures for research.

As one would expect, most of such expenditures are made at universities, rather than at colleges (which, with some exceptions, conduct little research).

In the 1963 Godkin Lectures at Harvard, the University of California's President Clark Kerr called the federal government's support of research, starting in World War II, one of the "two great impacts [which], beyond all other forces, have molded the modern American university system and made it distinctive." (The other great impact: the land-grant college movement.)

At the institutions where they are concentrated, federal research funds have had marked effects. A self-study by Harvard, for example, revealed that *90 per cent* of the research expenditures in the university's physics department were paid for by the federal government; *67 per cent* in the chemistry department; and *95 per cent* in the division of engineering and applied physics.

IS THIS government-dollar dominance in many universities' research budgets a healthy development?

After analyzing the role of the federal government on their campuses, a group of universities reporting to the Carnegie Foundation for the Advancement of Teaching agreed that "the effects [of government expenditures for campus-based research projects] have, on balance, been salutary."

Said the report of one institution:

"The opportunity to make expenditures of this size has permitted a

research effort far superior to anything that could have been done without recourse to government sponsors. . . .

"Any university that declined to participate in the growth of sponsored research would have had to pay a high price in terms of the quality of its faculty in the science and engineering areas. . . ."

However, the university-government relationship is not without its irritations.

One of the most irksome, say many institutions, is the government's failure to reimburse them fully for the "indirect costs" they incur in connection with federally sponsored research—costs of administration, of libraries, of operating and maintaining their physical plant. If the government fails to cover such costs, the universities must—often by drawing upon funds that might otherwise be spent in strengthening areas that are not favored with large amounts of federal support, *e.g.*, the humanities.

Some see another problem: faculty members may be attracted to certain research areas simply because federal money is plentiful there. "This . . . may tend to channel their efforts away from other important research and . . . from their teaching and public-service responsibilities," one university study said.

The government's emphasis upon science, health, and engineering, some persons believe, is another drawback to the federal research expenditures. "Between departments, a form of imbalance may result," said a recent critique. "The science departments and their research may grow and prosper. The departments of the humanities and social sciences may continue, at best, to maintain their *status quo*."

"There needs to be a National Science Foundation for the humanities," says the chief academic officer of a Southern university which gets approximately 20 per cent of its annual budget from federal grants.

"Certainly government research programs create imbalances within departments and between departments," said the spokesman for a leading Catholic institution, "but so do many other influences at work within a university. . . . Imbalances must be lived with and made the most of, if a level of uniform mediocrity is not to prevail."

THE CONCENTRATION of federal funds in a few institutions—usually the institutions which already are financially and educationally strong—makes sense from the standpoint of the *quid pro quo* philosophy that motivates the expenditure of most government funds. The strong research-oriented universities, obviously, can deliver the commodity the government wants.

But, consequently, as a recent Carnegie report noted, "federal support is, for many colleges and universities, not yet a decisive or even a highly influential fact of academic life."

Why, some persons ask, should not the government conduct equally well-financed programs in order to improve those colleges and universities which are *not* strong—and thus raise the quality of U.S. higher education as a whole?



90%

of Federal research funds

go to the 25 opposite + these 75:

Pennsylvania State U.	Wayne State U.
Duke U.	Baylor U.
U. of Southern Cal.	U. of Denver
Indiana U.	U. of Missouri
U. of Rochester	U. of Georgia
Washington U.	U. of Arkansas
U. of Colorado	U. of Nebraska
Purdue U.	Tufts U.
George Washington U.	U. of Alabama
Western Reserve U.	New Mexico State U.
Florida State U.	Washington State U.
Yeshiva U.	Boston U.
U. of Florida	U. of Buffalo
U. of Oregon	U. of Kentucky
U. of Utah	U. of Cincinnati
Tulane U.	Stevens Inst. of Technology
U. of N. Carolina	Oklahoma State U.
Michigan State U.	Georgetown U.
Polytechnic Inst. of Brooklyn	Medical Col. of Virginia
U. of Miami	Mississippi State U.
U. of Tennessee	Colorado State U.
U. of Iowa	Auburn U.
Texas A. & M. Col.	Dartmouth Col.
Rensselaer Polytechnic Inst.	Emory U.
U. of Kansas	U. of Vermont
U. of Arizona	Brandeis U.
Vanderbilt U.	Marquette U.
Syracuse U.	Jefferson Medical Col.
Oregon State U.	Va. Polytechnic Inst.
Ga. Inst. of Technology	U. of Louisville
U. of Virginia	Kansas State U.
Rutgers U.	St. Louis U.
Louisiana State U.	West Virginia U.
Carnegie Inst. of Technology	U. of Hawaii
U. of Oklahoma	U. of Mississippi
N. Carolina State U.	Notre Dame U.
Illinois Inst. of Technology	U. of New Mexico
	Temple U.

CONTINUED

This question is certain to be warmly debated in years to come. Coupled with philosophical support or opposition will be this pressing practical question: can private money, together with state and local government funds, solve higher education's financial problems, without resort to Washington? Next fall, when the great, long-predicted "tidal wave" of students at last reaches the nation's campuses, the time of testing will begin.

6.4 per cent from Gifts and Grants



PRIVATE INSTITUTIONS:
11.6% of their income
comes from gifts and grants.



PUBLIC INSTITUTIONS:
2.3% of their income
comes from gifts and grants.

AS A SOURCE of income for U.S. higher education, private gifts and grants are a comparatively small slice on the pie charts: 11.6% for the private colleges and universities, only 2.3% for public.

But, to both types of institution, private gifts and grants have an importance far greater than these percentages suggest.

"For us," says a representative of a public university in the Midwest, "private funds mean the difference between the adequate and the excellent. The university needs private funds to serve purposes for which state funds cannot be used: scholarships, fellowships, student loans, the purchase of rare books and art objects, research seed grants, experimental programs."

"Because the state provides basic needs," says another public-university man, "every gift dollar can be used to provide for a margin of excellence."

Says the spokesman for a private liberal arts college: "We must seek gifts and grants as we have never sought them before. They are our one hope of keeping educational quality up, tuition rates down, and the student body democratic. I'll even go so far as to say they are our main hope of keeping the college, as we know it, alive."

FROM 1954-55 through 1960-61, the independent Council for Financial Aid to Education has made a biennial survey of the country's colleges and universities, to learn how much private aid they received. In four surveys, the institutions answering the council's questionnaires reported they had received more than \$2.4 billion in voluntary gifts.

Major private universities received \$1,046 million.

Private coeducational colleges received \$628 million.

State universities received nearly \$320 million.

Professional schools received \$171 million.

Private women's colleges received \$126 million.

Private men's colleges received \$117 million.

Junior colleges received \$31 million.

Municipal universities received nearly \$16 million.

Over the years covered by the CFAE's surveys, these increases took place:

Gifts to the private universities went up 95.6%.

Gifts to private coed colleges went up 82%.

Gifts to state universities went up 184%.

Gifts to professional schools went up 134%.

Where did the money come from? Gifts and grants reported to the council came from these sources:

General welfare foundations gave \$653 million.

Non-alumni donors gave \$539.7 million.

Alumni and alumnae gave \$496 million.

Business corporations gave \$345.8 million.

Religious denominations gave \$216 million.

Non-alumni, non-church groups gave \$139 million.

Other sources gave \$66.6 million.

All seven sources increased their contributions over the period.

BUT THE RECORDS of past years are only preludes to the voluntary giving of the future, experts feel.

Dr. John A. Pollard, who conducts the surveys of the Council for Financial Aid to Education, estimates conservatively that higher education will require \$9 billion per year by 1969-70, for educational and general expenditures, endowment, and plant expansion. This would be 1.3 per cent of an expected \$700 billion Gross National Product.

Two billion dollars, Dr. Pollard believes, must come in the form of private gifts and grants. Highlights of his projections:

Business corporations will increase their contributions to higher education at a rate of 16.25 per cent a year. Their 1969-70 total: \$508 million.

Foundations will increase their contributions at a rate of 14.5 per cent a year. Their 1969-70 total: \$520.7 million.

Alumni will increase their contributions at a rate of 14.5 per cent a year. Their 1969-70 total: \$591 million.

Non-alumni individuals will increase their contributions at a rate of 12.6 per cent a year. Their 1969-70 total: \$524.6 million.

Religious denominations will increase their contributions at a rate of 12.7 per cent. Their 1969-70 total: \$215.6 million.

Non-alumni, non-church groups and other sources will increase their contributions at rates of 4 per cent and 1 per cent, respectively. Their 1969-70 total: \$62 million.

"I think we must seriously question whether these estimates are realistic," said a business man, in response to Dr. Pollard's estimate of 1969-70 gifts by corporations. "Corporate funds are not a bottomless pit; the support the corporations give to education is, after all, one of the costs of doing business. . . . It may become more difficult to provide for such support, along with other foreseeable increased costs, in setting product prices. We cannot assume that all this money is going to be available simply because we want it to be. The more fruit you shake from the tree, the more difficult it becomes to find still more."



**Coming: a need
for \$9 billion
a year. Impossible?**

CONTINUED

But others are more optimistic. Says the CFAE:

"Fifteen years ago nobody could safely have predicted the level of voluntary support of higher education in 1962. Its climb has been spectacular. . . .

"So, on the record, it probably *is* safe to say that the potential of voluntary support of U.S. higher education has only been scratched. The people have developed a quenchless thirst for higher learning and, equally, the means and the will to support its institutions adequately."

ALUMNI AND ALUMNAE will have a critical role to play in determining whether the projections turn out to have been sound or unrealistic.

Of basic importance, of course, are their own gifts to their alma maters. The American Alumni Council, in its most recent year's compilation, reported that alumni support, as measured from the reports of 927 colleges and universities, had totaled \$196.7 million—a new record.

Lest this figure cause alumni and alumnae to engage in unrestrained self-congratulations, however, let them consider these words from one of the country's veteran (and most outspoken) alumni secretaries:

"Of shocking concern is the lack of interest of most of the alumni. . . . The country over, only about one-fifth on the average pay dues to their alumni associations; only one-fourth on the average contribute to their alumni funds. There are, of course, heartwarming instances where participation reaches 70 and 80 per cent, but they are rare. . . ."

Commenting on these remarks, a fund-raising consultant wrote:

"The fact that about three-fourths of college and university alumni do not contribute anything at all to their alma maters seems to be a strong indication that they lack sufficient feeling of responsibility to support these institutions. There was a day when it could be argued that this support was not forthcoming because the common man simply did not have funds to contribute to universities. While this argument is undoubtedly used today, it carries a rather hollow ring in a nation owning nearly two cars for every family and so many pleasure boats that there is hardly space left for them on available water."

Alumni support has an importance even beyond the dollars that it yields to higher education. More than 220 business corporations will match their employees' contributions. And alumni support—particularly the percentage of alumni who make gifts—is frequently used by other prospective donors as a guide to how much *they* should give.

Most important, alumni and alumnae wear many hats. They are individual citizens, corporate leaders, voters, taxpayers, legislators, union members, church leaders. In every role, they have an effect on college and university destinies. Hence it is alumni and alumnae, more than any other group, who will determine whether the financial health of U.S. higher education will be good or bad in years to come.

What will the verdict be? No reader can escape the responsibility of rendering it.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. (The editors, of course, speak for themselves and not for their institutions.) Copyright © 1964 by Editorial Projects for Education, Inc. All rights reserved; no part may be reproduced without express permission of the editors. Printed in U.S.A.

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An Unusual College Diploma

by HEDWIG VON LINGEN '63

The excitement of a senior class on graduation day can not be measured. The emotions of each heart, the thoughts of each mind, can hardly be shared. But graduation day is a day of joyful sharing. Proud parents, brothers, sisters, and friends inspect the valuable roll. "Congratulations!" "I can't believe it!" "Let's celebrate this big day!"

Since my family in Germany is unable to share my graduation in America, I have decided, to invite *you* to share my joy. I feel moved to proclaim: "I have received an unusual College diploma!"

"I see nothing special about your diploma. Doesn't it carry the same signatures as the others? Are not the rolls of your fellow graduates of the same size, lettering and quality?" you might wonder.

"That is true, but mine is special: I did not earn it by myself."

"Come on," you may laugh, "credits are not given away at college; they are earned. You belittle your hard work."

Still I insist: With all my own efforts alone, I could never have earned this diploma. As I look at the document, the long and wonderful road to it with innumerable incidents of human friendship and the grace of God flash before my inner eyes. Without selfless sacrifices, deep concern, and uplifting encouragement of many Americans I would never have seen this day.

Today I would like to give credit to all those who have made this experience possible. And since I cannot share this day with my parents, with my five brothers and five sisters, why not share it with you? Will you be interested to hear how I got this diploma?

The first step toward this day lies back in 1946. I was still going to high school when one day a package arrived which was to make all the difference in my life. The box came from America. America? I only knew this land from text books in school. The excitement was so great that the whole family gathered around the box, studying the letters. We had no idea who Care was. How did he know about us? "Gift,"

my mother exclaimed turning pale. *Gift* in German means *Poison*. I tried to convince Mother that it meant a present. We had used this word in English classes.

Before opening the box—a ceremony to be remembered as long as I live—Father bade us bow our heads:

"Lord, we know not who sent this, but you know the givers. Bless them and bless the gifts to strengthen our own faith."

This day we had no turnips for dinner. The festive meal consisted of rice, canned meat, milk for the children, tea for the parents. We could not believe it, but somehow God must have told an American family that we were close to starvation.

"You write and thank," said mother, since I had boasted with my knowledge of English. Thus, my first fragmentary English letter crossed the ocean. Little did I know that with it a door for future opportunities began to open. The correspondence with a Methodist family and Sunday School class—the givers of monthly care over many years—became more frequent and fluent and more friendly through the years. Formal "Dear Mr. and Mrs. . . ." gave way to "Dear Uncle and Aunt . . ." "Love and kisses" soon replaced "Sincerely." And always there was a P. S. "Wished I could thank you in person."

During six years of writing and wishing, of thanking and sharing, my love and longing for America grew. Many questions arose. Why this faithful help from Methodist friends to a Lutheran minister? Was all America that friendly? Could we do anything for America some day?

The door opened wider when another step was taken. After an exciting voyage from Bremerhaven I entered New York in September 1952. My sponsor family awaited me at the pier.

Meeting the generous givers, worshiping with the Sunday School class which had opened the door, was bewildering and rewarding. Much I learned about The Methodist Church and its heartwarming spirit. One day my church took me to a bus trip to Philadelphia. The Methodist Deaconess Home with its working centers in city slums were our subject of interest. Before the bus left for home again, I heard a call. Was it the voice of the deaconess, or the voice of God himself, calling: We need you here?

Never forgetting the call, prayerfully considering the work, I responded after several years. In 1957 I gave up my work as a Kindergarten teacher in Germany and immigrated to America. My family knew that on my first visit to America I had left part of my heart there. I came back not as a visitor to receive attention, but I longed to give attention to American needs and thus, in a small way, return thanks for the love and care that had been ours.

"You must do this for all of us," Mother had said, kissing me good bye.

Working in a negro community center was challenging. Being part of the home missionary program of The Methodist Church was inspiring. While I learned and matured much, I was not aware that a new door was to open soon, a new step to be taken.

"Did you ever think of studying in America?" the director asked one day.

"Me? Impossible! My English isn't perfect. No money. Not enough brains!" I argued.

"Nonsense! You ought to apply for a scholarship!"

After months of frustrated waiting I received a letter which made me "jump to the ceiling." Lycoming College in Williamsport, Pennsylvania, had granted me a full scholarship as special student. Suddenly I trembled with fear. Would I succeed? At this moment the creed of our Sunday School class came to my mind:

Lord, give me the zest to do my best;

And faith to leave to Thee the rest.

How can I possibly give credit now to all churches, students, and professors, who made my studies possible and exciting? Checks from church groups helped with personal expenses. Advice and concern of close friends helped in loneliness and decisions. Recognition and encouragement of professors helped in purposeful studies. When I despaired with the unknown English terms, when I got completely mixed up with American presidents and party programs, when I got lost in library catalogues, there were always people who set me straight on puzzling questions and problems. They turned my eyes from dead-end barriers to exciting vistas. Without this help I could never have made it.

In the middle of exciting studies I developed a physical problem which threatened to end my education. But there were doctors who diagnosed my problem and proposed a spinal fusion.

"I guess, I need some more back bone," I said jokingly, but frightened at heart. "All of us need more back bone," returned my surgeon. Today I want to give credit to the fine doctors who performed a successful operation and made it possible for me to complete my college work. Without their skill, I would never have seen my diploma.

Do you still say, I have earned my diploma? While I look at the document, I feel very humble, thankful, and blessed. The unusual diploma presents an unusual challenge. There is no time for dreaming. What step will I take next? To answer this, I bow my head and say: Lord, give me the zest to do my best,

And faith to leave to Thee the rest.



Lyco Lytes

The Third Annual Scholarship Dinner was held in the College Dining Room on Tuesday, March 10. Invited as guests to this dinner were students placed on the Dean's List for the first semester of the 1963-64 academic year. Speaker at the dinner was Dr. Eric V. Sandin, Professor of English, who read a paper entitled *Scientism: A Fetish Era*. At the conclusion of the dinner President Wertz announced that Lycoming College had been invited to participate on the NBC-TV program "College Bowl" on Sunday, June 14, 1964.

A number of "firsts" were observed. Dorothy Corson became the first student to win three scholarships (the maximum number possible). For the first time two members of the same family were scholarship recipients (Dorothy and Kathleen Corson). For the first time in three years a male member of the student body qualified for a scholarship.



President Wertz presents the Robert F. Rich Scholarships (representing full tuition for the next academic year) to juniors Dorothy A. Corson (4.00) and Shelby Dunlap (3.81), sophomores Patricia L. Stere (3.82) and Deanna B. Miller (3.66), and freshmen Kathleen M. Corson (4.00) and Delmar R. Johnson (3.81).

□

Lycoming College has been placed on the Honor Roll of Colleges and Universities by the American Association of University Professors for its faculty salaries. Institutions are compared on both an average compensation scale and a minimum compensation scale and are rated from "AA" to "F." Only those institutions that are rated "C" or above on both scales are placed on the honor roll. Approximately two hundred institutions were so recognized of which twelve are Methodist related. This places Lycoming in the upper ten percent in each category since there are about 2,000 institutions



Hedwig von Lingen, a June 1963 Lycoming graduate, currently teaches first, second, and third-year German at Loysock Township Junior-Senior High School. Joining in the school's activities, she recently played a medley of German folk songs on a wooden flute for their "hoot-enanny."

of higher education of which 121 are Methodist related.

In order to qualify for a letter rating, an institution must be above the salary indicated in each of the four categories or ranks. If it falls to a lower level in only one rank, that institution is then categorized by that letter for the scale as a whole. Alumni will be proud to know that the faculty is now receiving salaries which are at the highest level in its history.

Rank	Average Compensation Scale	Minimum Compensation Scale
Professor	\$11,880	\$9,820
Associate Professor	9,000	7,790
Assistant Professor	7,120	6,180
Instructor	5,650	4,950

The figures cited are for the "C" rating.

Bishop W. Vernon Middleton, resident bishop of the Western Pennsylvania Area of The Methodist Church and a member of Lycoming's Board of Directors since 1960, was elected President of the Pennsylvania Council of Churches at its annual meeting in Allentown.

In February a group of ten evaluators visited the Lycoming campus to evaluate the Education Department of the College. Upon the recommendation of this committee, Lycoming would be able to recommend its elementary and secondary education students to the State Department of Public Instruction for teacher certification. At the present time, Lycoming seniors must forward their credentials to Harrisburg for individual certification.

Harold A. Brown, a College Board of Directors member since 1948, retired in January after almost six decades as a banker. Starting as a messenger he rose to the presidency and Chairman of the Board of the Northern Central Bank and Trust Company. Although retired, he will continue to serve as honorary chairman. Mr. Brown recently began his third five-year term as a member of the fund committee of the Williamsport Foundation.

George L. Stearns II, President of L. L. Stearns and Sons, and a member of the College Board of Directors since 1936, is one of seventy Pennsylvania business and industrial leaders who have been named to lead a sales effort to sell the state's industrial development program. Named by Governor Scranton, he will be a member of a group known as "Action Sales Force."

The first annual Founders' Day celebration will take place on Thursday, May 7. Governor William W. Scranton will be the principal speaker at the 11:00 a. m.

Convocation and will receive the honorary degree Doctor of Laws.

Honorary degrees will also be conferred upon Dr. John O. Gross, General Secretary of the Division of Higher Education of the Board of Education of The Methodist Church and Bishop Paul N. Garver, resident bishop of the Richmond area of The Methodist Church. Dr. Gross will receive the honorary degree Doctor of Laws, and Bishop Garver will receive the honorary degree Doctor of Humane Letters. Dr. Gross will be the speaker at a dinner for the faculty and members of the Board of Directors that evening which will conclude the first annual Founders' Day.

A sharp rise in standards will be observed in figures released by the Director of Admissions. Comparison of College Board Scholastic Aptitude Test Scores for freshman classes entered in 1962 and 1963 make this quite apparent. Of particular note is the dramatic thirty-point jump in women's scores.

1962 Men	Verbal—459	Math—512
1963 Men	Verbal—462	Math—529
1962 Women	Verbal—483	Math—496
1963 Women	Verbal—514	Math—527



Left to right, Fred A. Pennington, chairman of the Lycoming Associates; Bishop Fred P. Corson, and Robert F. Rich, chairman of the college board.

Three of the principal participants in the initial meeting April 4th of the Lycoming Associates are shown discussing future plans for the college. The Associates is an organization of prominent business and professional men formed to advise and assist the college in its long-range development plans.

Warriors' Winter Roundup

Wrestlers and Swimmers Shine Basketball Squad Struggles

Two banner seasons and one of growth and frustrations were registered by Lycoming's winter sports squads. The Warrior wrestlers continued to dominate their opposition, winning eight out of nine dual meets and finishing third in the twenty-team Middle Atlantic Conference tournament. The swimming team won six of nine dual meets and finished third in the MAC's first college division tournament. The basketball squad, with four freshmen on the starting five, won three and lost sixteen.

The Lyco wrestlers, still looking for an undefeated season, were denied the honor again this year. Last year and this season the bugaboo was West Chester State. Two years ago it was their old nemesis Wilkes. The three losses are the only ones recorded against Lycoming in the last 35 matches.

Two juniors, Ron Knoebel, a 137-pounder from

Elysburg, and Art Oraschin, 177-pound strong man from Flemington, New Jersey, headed the list of stellar performers on coach Budd Whitehill's grappling squad. The two were undefeated in dual meets and captured Middle Atlantic Conference championships in their respective divisions. Knoebel won the most valuable wrestler award in the MAC tourney.

Knoebel, Oraschin, and senior Rod Laub, a 167-pounder from Lewistown, competed in the NCAA small-college tournament in Cedar Falls, Iowa. Oraschin went to the finals before losing a 4-2 decision to Tom Schmitt of St. Olaf. Knoebel lost out in the consolation round and Laub was pinned in overtime in his first match. By finishing second, Oraschin qualified for the NCAA major college event held at Cornell University, March 26-28.

Laub and Jerry Poe, a 147-pounder from Newark,

Ron Knoebel presses John Kutzer of Albright to the mat to win the Middle Atlantic Conference 137-pound title.



Delaware, who graduated at mid-semester, were the only seniors on the squad. Laub's collegiate dual meet record was 20-2, while Poe was 10-1.

The fortunes of the Lycoming court squad may have reached the low point of a cycle during the present season. Now, the only way to go is up. Prospects for a rapid improvement over the next several seasons are good.

At the end of the past season the varsity squad consisted of nine freshmen and two sophomores. Throughout the year, coach Clarence "Dutch" Burch worked hard to develop a representative college team from his group of yearlings.

The Warrior "frosh" looked good in winning their first two games of the season. With strong rebounding, a shortcoming of recent squads, and good ball handling, they downed Millersville State, 86-81 and Wilkes, 83-57. The team then suffered through a thirteen-game victory drought. Four of the losses during this period were close and the lack of collegiate experience was a factor.

As coach Burch looks to next year he can anticipate the return of two juniors and nine sophomores—many of whom have fifteen to nineteen games of varsity experience. Ron Travis, a 6' 2" sophomore from Williamsport, led the team in scoring and rebounding.

The veteran Bobby Heintz, a 6' 1" back court man from Renovo, graduated at mid-semester; but not before he became the fifth Lycoming basketball player to score over 1000 points. The others are Vince Leta, '54, Al Wilson, ex'57, Jack Boyd, '62, and Hal Judis, '63.

The 1963-64 swimming team was the strongest to date. They opened the season with a heartbreaking 48-47 loss to a good Franklin and Marshall tank team, then took one-sided victories over Wilkes, Millersville, and Morgan State. A strong Dickinson team stopped the Lycos, 55-40.

After another win over Wilkes, the swimmers met Gettysburg of the Middle Atlantic Conference's university division and almost pulled a major upset. The Warriors had more first-place finishes than their visitors, but lost out in second and third-place finishes. The final score was 50-45, Gettysburg. Wins over



Walt Manning prepares to plunge.

Bloomsburg State and Lock Haven State concluded the dual meet season.

In the first MAC college division meet, held in the spacious Lehigh University pool, coach Mort Rauff's hustlers swam to a third-place finish behind West Chester State and Dickinson.

The future for swimming continues to be bright. Nine key performers will don blue trunks again next season. The biggest loss will be captain Walt Manning of Williamsport. Walt holds Lycoming speed records in seven events and won two firsts and a second in the MAC tournament. His leadership ability will be missed as keenly as his swimming talent. The squad's number one diver the past four years, Marty Sher of Allentown and freestyler Tim Sinclair of Williamsport were the other seniors.

Faculty News

Promotions . . .

The Executive Committee of the Board of Directors has approved the following promotions effective for the academic year 1964-65:

Advanced to Professor:

Mr. Joseph D. Babcock—*Physics*

Mr. Walter G. Melver—*Voice*

Advanced to Associate Professor:

Dr. Neale H. Mucklow—*Philosophy*

Advanced to Assistant Professor:

Mrs. Gertrude B. Madden—*English*

Mrs. Louise R. Schaeffer—*Education*



From left to right: Mucklow, Schaeffer, Madden, Melver.

Leaves . . .

The Executive Committee of the Board of Directors has approved the following leaves:

David G. Busey, Associate Professor of Physical Education, Sabbatical Leave for the Second Semester, 1963-64. He is presently in Europe following his visit at Innsbruck in his official capacity as a member of the U. S. Olympic Committee.

Mrs. Janice M. Stebbins '60, Instructor in Biology, Leave of Absence for the academic year 1964-65. Mrs. Stebbins is planning to work on her master's degree at The Pennsylvania State University.

Dr. Carrie E. Miller, Associate Professor of Psychology, Summer Sabbatical Leave in 1964. Dr. Miller plans to visit the Holy Land this summer.

Walter G. Melver, Associate Professor of Voice, Summer Sabbatical Leave in 1964. Mr. Melver and his family expect to visit the music centers in Europe and Great Britain.

Mrs. Mary Landon Russell '33, Associate Professor of Organ, Piano, a Summer Sabbatical Leave in 1964. Mrs. Russell will visit various music centers in Europe.

Publishing . . .

Dr. Eric H. Kadler, Professor of French, published a review of Decker & Bernhard *Modern French* in the January, 1964 issue of the *Modern Language Journal*, the official organ of the National Federation of Modern Language Teachers Associations.

Elected . . .

R. Andrew Lady '49, Assistant to the President, was elected President of The Methodist Union of Williamsport at its annual business meeting in March. Although this organization has been in existence for more than a decade, Mr. Lady is the first layman to be elected to the top office.

Dr. Eric H. Kadler, Professor of French, was elected Secretary-Treasurer of the American Association of Teachers of French, Central Pennsylvania Chapter.

A. Maurice Haggiag, Instructor in French, was elected President of the Central Pennsylvania Chapter of the American Association of Teachers of French.

Dr. D. Frederick Wertz, President of the College, was appointed to the Williamsport Foundation by City Council.

Speaking Engagements . . .

In January John G. Hollenback '47, Associate Professor of Business Administration, spoke on the subject "Problems of the Small Retailer" at a Retailers Seminar sponsored by the Williamsport Chamber of Commerce.

John W. Chandler, Associate Professor of Art, was the guest speaker at a monthly meeting of the Muncy Business and Professional Women. His topic was "The American Home" and was illustrated with slides. On April 26 Mr. Chandler was the speaker at the opening of the Montoursville Art Festival.

A. Maurice Haggiag, Instructor in French, recently gave a talk at the Montoursville High School.

H. Lawrence Swartz '57, recently addressed the Methodist Men's Club of the St. John's Methodist Church in Sunbury.

Robert A. Newcombe, Director of Admissions, served as toastmaster at the Huntingdon High School Sports Banquet at which Paul Dietzel of West Point was the principal speaker.

Resignation . . .

It was with deep regret that the faculty and students accepted the resignation of the Dean of the College, Dr. David G. Mobberley. He has accepted an appointment to the staff of American University, Washington, D. C. as Dean of the College of Arts and Sciences. Dr. Mobberley has served as Dean of Lycoming College for six and one-half years. His resignation is effective July 31, 1964.



David G. Mobberley

Attend Meetings . . .

Dr. George W. Howe, Professor of Biology and Geology, attended the meeting of the Pennsylvania Academy of Science held at The Pennsylvania State University.

Dr. Eric H. Kadler, Professor of French, attended the annual meetings of the Modern Language Association and of the American Association of Teachers of French. Both meetings were held in Chicago.

Robert A. Newcombe, Director of Admissions, and Frank J. Kamus, Assistant Director of Admissions, attended the College Board Regional meeting at Lafayette College in Easton.

Miscellany . . .

John J. Zimmerman, Assistant Professor of Education, served as one of four judges in the 16th District American Legion Oratorical Contest on Americanism and the Constitution.

Mrs. Shu-Shen Sah, Assistant Professor of Mathematics, is the recipient of a National Science Foundation stipend award. It will enable her to participate in its 1964 Summer Institute in Computer Programming and Numerical Analysis at Texas A. & M. University.

Dr. James K. Hummer, Associate Professor of Chemistry, has been selected as one of thirty throughout the nation to attend an eight-week course on "Molecular Structure" at Michigan State sponsored by the National Science Foundation Institute for College Teachers.

New Editions . . .

January 15, 1964: A daughter for Dr. and Mrs. Donald C. Wall. Dr. Wall is an Assistant Professor of English.

January 31, 1964: A daughter for Dr. and Mrs. Norman R. Corwin. Dr. Corwin is an Assistant Professor of Sociology and Anthropology.

February 29, 1964: A son for Mr. and Mrs. John W. McClurg. Mr. McClurg is an Instructor in Art. The McClurgs have another son.

Review Revived

After an absence of two years, *The Lycoming Review*, a student literary magazine, will return to the Lycoming College scene. The impetus for the revival was provided by two juniors, Susan Yost and Job DeCarvalho, who will serve as co-editors of the *Review*. An editorial board of ten will assist them, including faculty advisers Dr. Robert H. Byington, Associate Professor of English, and Dr. Donald C. Wall, Assistant Professor of English.

The first issue of the new *Review* will be distributed May 8th during Spring Week End to all students and faculty members who wish a copy. It will feature primarily writings by students, such as poetry, a critique on Henrik Ibsen, and three short stories. A critique on German literature by Volker Durr, Instructor in French and German, and a short story by John W. McClurg, Instructor in Art, will also grace the pages.

The editors of the *Review* want it to reveal the creative potentialities on the Lycoming campus. They feel there has been a degree of complacency, a "brain hibernation." A magazine such as the *Review* might provoke thinking and writing action where there has been a lack of it. "We know there are some people on this campus who in their free, lone moments write worthwhile things," says Job. It is the aim of the *Review* staff to uncover them. The students are now anticipating the literary publication. Many have approached the editors offering to help, to type when needed, to perform errands. "This is encouraging!" beams Job.

Both Job and Sue have aspirations in the field of journalism. An English major, Sue comes from Glen Cove, New York, and is active in international relations activities at Lycoming besides writing for the weekly student newspaper, *The Bell*. Job is from Luanda, Angola in Africa and majoring in philosophy and sociology. Like Sue, he writes for *The Bell* and participates in international relations events.

Lycoming College Team

will compete on

"COLLEGE BOWL"

June 14, 1964

5:30 p. m.

NBC-TV

FROM HERE AND THERE

'64 Darla Jean Nissley became the bride of Nevin Andes on Saturday, February 15, 1964. The bridegroom is serving his fourth year with the United States Marine Corps and is stationed at Camp Lejeune, N. C.

The marriage of **Linda Ellen Mueller** to **George W. Bowen, III** took place December 8, 1963. Linda is currently studying cytology at Presbyterian Hospital, Philadelphia. The groom is associated with Tandy Leathercraft, Inc., Philadelphia. They are residing in Levittown.

Alice P. Hughes had the leading role in the annual major play production of Suffolk College, Selden, Long Island, New York. Besides attending college, Alice is employed part-time as a model.

Saturday, November 9, 1963 was the date of the marriage of **Connie Ann Saupp** to **Jack Sober**. Connie is employed in the offices of the Williamsport Hospital. The groom is employed by the *Williamsport Sun-Gazette*.

'63 **Joycelyn Entrot** has just accepted a job as an analyst in the Quality Control Laboratory of Vick Manufacturing Company in Hatboro, Pa.

Gordon H. Miller was recently named as sanitarian in Centre County. He will be working in a generalized environmental sanitation and public health program. The work involves application of principles of sanitary science for the protection of the public health.

Representing Lycoming College at the inauguration of the President of the Woman's Medical College of Pennsylvania in Philadelphia, was **Robert Little**. The new President is Dr. Glen R. Leymaster. Bob tells us it was a very impressive and interesting experience.

Pvt. William L. Landis has recently completed a five-week military-accounting course at the Army Finance School, Fort Benjamin Harrison, Indiana.

Lawrence J. Bongiovi has been commissioned a second lieutenant in the United States Air Force upon graduation from Officer Training School at Tinker Air Force Base, Oklahoma. Larry was selected for the training course through competitive examinations with other college graduates. He is being reassigned to Texas A & M College for training as a meteorology officer.

Diane L. Rutter became a bride on Thanksgiving, November 28, 1963. She is now teaching at the Union County Regional High School in Berkeley Heights, New Jersey. Her husband is employed by Bell Telephone Research Laboratory. Diane can now be addressed as Mrs. deCelis at 60 Ethan Drive, Murray Hill, New Jersey.

'62 **Beth Ann Laraway** became the bride of **Jon Edward McNeal** on November 23, 1963. The wedding took place in the United Presbyterian Church, Albany, N. Y. The bride is employed as a stenographer by the State Department of Social Welfare. Jon is employed as a

food chemist by the Department of Agriculture and Markets, Albany. The couple is residing at 85 Hunter Ave., Albany.

Temple Sinai at Pittsburgh, Pa., was the scene of the marriage of **Lois Steiner** and **Perry I. Adelson**, on December 22, 1963. The bride attended Western Reserve University. She is a senior at the University of Pittsburgh, where she is majoring in education. Perry will enter the United States Air Force after graduation from the University of Pittsburgh Dental School. The Adelsons are residing in Pittsburgh.



David W. Burnham

David W. Burnham has been commissioned a second lieutenant in the United States Air Force upon graduation from Officer Training School at Tinker Air Force Base, Oklahoma. Dave was selected for the training course through competitive examinations with other college graduates. He is being reassigned to L. G. Hanscom Field, Mass., for duty.

Samuel M. Reese, Jr., informs us that he is presently employed as a geodesist with the U. S. Coast and Geodetic Survey. He is residing in Washington, D. C.

Mr. and Mrs. Donald F. Steele '60, tell us they welcomed a daughter, Shelby on October 23, 1963. She has at home a brother, Cary, aged eighteen months. The mother is the former **Sandra Smith**. Don will be released from active duty in the Navy at Hawaii in September and they will be returning East.

Maxine M. Mamolen '63 became the bride of **James W. Bedford** on Saturday, December 21, 1963, at West Bayshore, Long Island, New York. Maxine is a member of the faculty at the Junior High School, Bayshore. Jim is doing graduate work at New York University and is employed by the Hartford Insurance Co. They are residing at West Babylon.

Wedding vows were pledged December 28, 1963 by **Nancy Ann Granley '63** and **Richard Lewis Scheaffer**. Nancy is teaching at Williamsport High School. Dick is a graduate student and teaching assistant in the mathematics department at Bucknell University. Nancy is the daughter of Mr. and Mrs. C. Heil Granley. Mr. Granley is our registrar and Mrs. Granley is the former **Martha Cole '21**.

Luke Kauffman is presently cage coach at Mahanoy Joint High School.

George W. English, Jr. has been appointed editor of the Ocean County (N. J.) *Citizen*. He previously was a reporter for the *Atlantic City Press* and a reporter and acting editor for the *New Jersey Courier* at Toms River, N. J.

Suzanne W. Hayes became the bride of **James Orin Shoemaker** on November 29, 1963. The bride is an English and Public speech teacher at Mt. Pleasant Special School District in Wilmington, Del. Jim is an English teacher at Mt. Pleasant Special School District.

A daughter was born February 29, 1964 to Lt. and Mrs. **Charles E. Lettner, Jr.** of Jacksonville, Ark. The mother is the former **Margaret Staib**.

United in marriage on February 1, 1964 were **Susanne Sharpsteen** and **James M. Clinger '63**. Susanne is a teacher in the Tredyffrin Eastown Elementary Schools in Berwyn, Pa. Jim is enrolled in the sales training program of Bethlehem Steel Company.



Lawrence J. Bongiovi

'61 Since September, **Milt Graff** has been working in the Pittsburgh Pirates front office as assistant ticket manager. Milt is married to the former **Bernadette Hickey** '55 and they are the parents of three daughters, ages five, four and two. They are residing in Swissvale, Pa. and with Milt holding a desk job with the Pirates it is probably safe to assume that the Graffs won't up anchor again very soon. Of course, you never know since in Milt's fifteen years in organized ball he has been the property of four different organizations, has had thirteen different home bases, and has made seventeen locale changes.

Geraldine Anne Pratt became the bride of **Dennis G. Jacobs** on Saturday, February 1, 1964, at the Presbyterian Church of Chatham, N. J. Gerry is employed by the Society for Religion in Higher Education, New Haven, Connecticut. Dennis is attending his final year at Yale Divinity School, New Haven.

A daughter was born December 25, 1963 to Mr. and Mrs. **Jack D. Cain**. The mother is the former **Gaylene E. Kanally**.

A daughter, **Lyndsey Elaine**, was born February 26, 1964 to Mr. and Mrs. **C. Robert Curtis** '59. The mother is the former **J. Patricia Campbell**.

William E. Hoffman has become associated with his father at the Hoffman Funeral Home, 219 North Hanover Street, Carlisle, Pa. Bill was graduated in 1962 from the Cincinnati College of Mortuary Science and passed the State examination in January, 1964.

'60 **Darrell Peckham** has been employed by the Department of Social Welfare, Auburn, N. Y., as a caseworker. He received an educational leave last fall and was awarded a full N. Y. State Fellowship to study toward the degree of Master in Social Work at the Graduate School, Syracuse University. He is continuing his music pursuits and is currently studying voice with Mr. F. Bertram Briess in Syracuse, N. Y. Mr. Briess was a bass at Metropolitan Opera Co., as well as vocal consultant for that organization.

Susquehanna University's record keeping system has been recently streamlined with IBM data processing equipment. Responsible for the functioning of this procedure is **Floyd A. Roller**, appointed to the newly created position of director of data processing and accounting. Floyd was previously employed as an accountant for the Williamsport School District and Williamsport Area Joint Schools. Active in many business and fraternal organizations in Williamsport, he is a member of the Lyco Investors Inc., West Branch Data Processing Association and the advisory committee on engineering and design data processing for the 1620 computer installation at the Williamsport Technical Institute. In addition, he also is active in the Pennsylvania Association of School Business Officials, American Association of Chief School Administrators and the advisory committee on data processing, Pennsylvania Department of Public Instruction. Floyd is married to the former **Barbara Thomas**.



Floyd A. Roller

Herbert G. Kane was recently named district agent for the Northwestern Mutual Life Insurance Company. Herb has been with the company for three years and last year had sales totaling more than \$1,000,000. He and his wife are the parents of two children. Herb is a member of the board of directors of the Williamsport Junior Chamber of Commerce and a member of the West Branch Association of Life Underwriters.

'59 **Charles Francis Bonadio** received a Master of Education degree from the Pennsylvania State University at the December 14, 1963 Commencement. Second Lieutenant **Robert L. Waehner** has been assigned to Columbus A. F. B., Mississippi, following completion of the United States Air Force advanced training course for Strategic Air Command combat crews at Castle A. F. B., California. Bob, a pilot, received academic and flying training to qualify him as a member of a B-52 Stratofortress aircrew. He is married to the former **Alice Hallett**.

Charles R. Gnaul was credited with helping save the life of a fourteen-month old boy who was straggling on a half-inch wide metal bell from a toy Santa Claus. Charles is a senior medical student at Jefferson Medical College. He and another student massaged the child's heart for forty-five minutes, keeping the heart functioning until it regained its own action. Charles is married to the former **Michaelene Gieniec**.

Robert A. Buescher, Jr., one of the youngest company presidents in Cleveland, Ohio, studied to be a teacher and disappointed his father by not becoming an orthodontist. Bob has been president since June, 1961, of Bueschers, dealers in stereophonic high fidelity instruments and equipment. He is the fourth generation of his family in the business and the only Buescher now active in the firm. He lives at 26612 E. Oviatt Rd., Bay Village, Ohio, with his wife, Gail, and daughters Patti, five, and Betsy, three.

Mr. and Mrs. **William B. Simons** welcomed a son, **Steven James**, into their home on January 18, 1964. The mother is the former **Barbara Schaar**.

Marlin L. Hartman was elected vocational director of the Lewistown-Granville High School Vocational Department. Marlin taught eleven years at Milton Area Joint Schools and in the York City Schools for three years.

Donald D. Gullone, Jr. has accepted a position as assistant in counseling and guidance at the University of Wyoming. Don will also pursue a doctorate in the field of education while he is engaged in research for Dr. Lyle Miller. Don and his wife, Nina, have a daughter, Sharon.

Kenneth J. Mase was married February 24, 1963 to **Gail Gatton** of Norfolk, Va. He was also recently promoted to Lieutenant and selected for a commission in the Regular Navy. Ken is currently a flight instructor on the F4B, the world's fastest fighter.

Mr. and Mrs. **Robert Judd** welcomed a daughter, **Judy Mae** into their home on March 5, 1964. Mrs. Judd is the former **Ardene Daley**. The Judds also have a son, **Jeffrey**, one.

'57 **Audrey Shulman** became the bride of **Mark S. Diener**, December 15, 1963. The couple is residing at 3212 Sheffield Terrace, Fair Lawn, N. J. after a wedding trip to Puerto Rico and the Virgin Islands. The bride, a graduate of Douglass College, teaches second grade at Roosevelt School, Passaic, N. J. Mark is in business with his father at Pie-a-Pair Shoes.

A daughter, **Andrea Lyn**, was born December 17, 1963 to Mr. and Mrs. **Carlos C. Jayne, Jr.** The mother is the former **Nancy Wittman**. They also have a daughter, **Andora Lou**, seven, and a son, **Eric Martin**, five.

Richard K. Hayes has been named personnel director of the S. F. Iszard Co. department store in Elmira, N. Y. Dick is married to the former **Susan Whipple** and they are the parents of four children. They reside at 532 Hatfield St., Horseheads, N. Y.

Lieutenant and Mrs. **George Konow** informed us of the arrival of a daughter, **Sharon Leigh**, to their household on January 16, 1964. Mrs. Konow is the former **Carol Scott**.

James E. Nolan has filed in the Democratic Primary in Montana for the state legislature. Jim graduated from The Wesley

Theological Seminary in 1961 and accepted a pastorate in Montana after graduation. He has been serving the Lower Flathead Parish and resides at St. Ignatius, Montana. Because the Montana legislature meets only sixty days every other year it will be possible for him to continue his pastorate should his bid for election to the House of Representatives from Lake County be successful.

James H. Crossley has received certification from the state as a public accountant at Weldon Manufacturing Co. Jim is married to the former Frances Packard and they are the parents of a daughter, Cynthia, four.

'56 T. Max Hall, Jr. was recently named vice chairman of the Lycoming County unit of the American Cancer Society. Max is an attorney with Mc-Nerney, Page, Vanderlin & Hall. He is married to the former Rita Waldman.

Raymond Lawrence has received his Master of Arts Degree in Education from the University of Connecticut. He is presently a teacher of special education for mentally handicapped children in the Ellington, Connecticut, School System.

Harold B. Diker has announced his candidacy for the Democratic nomination for the General Assembly in the Second Legislative District of Lycoming County. He is a teacher in the occupational education department of the Western Area Jointure, Millinburg, Pa., and is pastor of the Clinton Baptist Church. Harold is married to the former Beatrice E. Gehr and they have three children, William, Barbara, and JoAnn.

A son, **Thomas Daniel**, was born March 4, 1964 to Mr. and Mrs. **Donald H. Cuozzo**. The mother is the former Shirley A. Caringi. Don is presently an attorney in the Internal Revenue Service in New York City.

A son was born January 8, 1964 to Mr. and Mrs. **Richard H. Felix**. Rick is married to the former Sandra Seiders.

'55 Henry C. Hager 3rd, district attorney, appointed **Clinton W. Smith** as one of his two assistants. Clint is serving in his first public job. He has been a member of the bar since 1959. Clint is married to the former **Mary C. Johnson** '59. They are residing in South Williamsport. A son was born December 6, 1963 to Mr. and Mrs. **John F. Hamm**. The mother is the former **Bernadine Troisi**. They are the parents of four other children, Juliana, eight; John, Jr., five; Lisa, four, and Michael, two.

'54 A daughter, **Janella Elizabeth**, was born November 26, 1963 to Mr. and Mrs. **Brian Fetterman**. Mrs. Fetterman is the former **Lois V. Derr** '52.

On December 21, 1963 **Lois Patricia Gettis** was married to **Robert Clayton Berninger**. The couple is residing at 701 Bennett St., Montoursville, Pa. The bride is a supervising clerk at the Bell Telephone Co. Bob is the head teacher at Loyalsock Valley Elementary School.

A daughter was born Saturday, February 29, 1964 to Mr. and Mrs. **Minas J. Hiras**. Mrs. Hiras is the former **Haritonemi Poemikoy**.

The Williamsport Billies, in an effort to perk up a sagging attendance, signed local athletes, **Bob Baity** and **Vince Leta**, to contracts. Vince played briefly with the Billies several years ago and is married to the former **Roberta Young**. They are the parents of a son and a daughter.

'53 Dr. **Carl F. Engle** has been appointed assistant professor of agronomy and genetics at the University of West Virginia. He was employed as instructor of agronomy from 1957 through 1963 while working toward the Ph.D. degree at Penn State. Carl and his family reside in Morgantown, West Virginia.

'52 John E. Wise, Special Agent with the Culver Road Office of The Prudential Insurance Company, was recently honored as the Agency's 1963 Man of the Year. John is a qualifying member of the Prudential Million Dollar Club. John and his wife, Dolphine, and son, John Edward, reside at 49 Macbeth Street in Rochester.

The season is ending for the annual Children's Theatre spring production presented by the Junior League of Williamsport. The play this year was written by Mrs. David L. Hunter with music by **Nancy Hall Brunner**. It is entitled "The Mystery of the Green Witch." Under the direction of Nancy, the play was presented to all elementary school children in Williamsport and surrounding area schools. Nancy, and her husband **Dick** '53 are the parents of a son, **Curtis**, age three.

'51 At the December 14, 1963 Commencement of The Pennsylvania State University, **Carl Leive Mince-moyer** received the Master of Education Degree. Carl is married to the former **H. Gail Burnnett** and they are residing in Salladasburg, Pa.

Harry L. Woolever left December 23, 1963 from New York for Tel Aviv, Israel, where he helped direct a Hebrew production of "My Fair Lady." He was dance captain of the Broadway production for most of its six-year run from 1956-62. The musical was presented at the National Habimah Theatre in Tel Aviv on February 1 and then taken on tour to other Israeli cities.

A son, **Mitchell Allen** was born November 10, 1963 to C. William and **Margaret Mitchell Mayer**. The Mayers also have three daughters, **Anne Elizabeth**, eight, **Nancy Lois**, six, and **Linda Anne**, two.

Nancy Noah Succop was recently elected treasurer of Harnmarville Rehabilitation and Convalescent Center in Pittsburgh.

'50 A daughter was born March 1, 1964 to Mr. and Mrs. **James J. Keller**. Mrs. Keller is the former **Mary Ann Gawryla**.

'48 Dr. **Carl D. Bauer**, chairman of the department of foreign languages at Bloomsburg State College, has returned from Europe where he made arrangements for a new "Summer Study Abroad" program for foreign language students to be offered by the college next summer. On the two-week trip Carl visited Spain, France, and Germany. He will direct the program.

'46 **Dominick J. Abrunzo** has been appointed project engineer for ornament development at the Wellsboro Plant of Corning Glass Works. He joined the plant's engineering staff in 1955 and has held various supervisory and engineering positions.

'44 On October 11, 1963, Mr. and Mrs. **John A. Burkholder, Jr.** welcomed a daughter into their home. The mother is the former **Ruth Armstrong**.

'42 A son was born December 17, 1963 to Mr. and Mrs. **Seymour H. Staiman**. The mother is the former **Naomi G. Miller**.

Melvin A. Goldy, Jr. has been appointed to the South Williamsport Area School Authority. He recently ended more than a decade of service as a school director.

A former Williamsport resident from Boulder, Colo., recently returned here for a surprise visit with his parents. He is **J. W. (Jack) Hinkelman, Jr.**, a retired Navy commander. Jack, who

left the Navy after twenty years service last August, is presently director of the aviation research facility at the National Center for Atmospheric Research in Boulder. Jack and his wife, the former Joy Thompson, are the parents of four children, John, twelve; William, ten; Pamela, eight; and Cynthia, five.

'34 One of the three Grit Awards for Meritorious Community Service was awarded to **Mary C. Mosser**. In making these awards annually, Grit Publishing Co. pays tribute to persons who have given community service above and beyond their regular vocational or professional duties. The certificate prepared for Mary expresses this warm sentiment: "For Your Cheerful, Unselfish Contributions of Time and Energies in the Interest of Your Fellowmen."

'32 The daughter of Mr. and Mrs. Charles A. Bailey was married. Marjorie Anne was given in marriage by her father and became the bride of Richard H. Bower.

'28 Mrs. B. Clair Jones was appointed chairman of the Pennsylvania delegation to the twelfth annual Republican Women's Conference in Washington, April 8-11. Mrs. Jones is the former **Louise Philips**.

'23 **Esther Johnson Hollobaugh** is presently employed in the Admissions Dept. at Keuka College in New York. Her husband, Ebert, is currently serving on the staff of directors of Keuka College in the same department. Their son is a vice-president for O. E. McIntyre & Sons of New York City. The Hollobaughs have two granddaughters.

'17 **Nancy Elma Remley** became the bride of John William Patterson on December 29, 1963. Matron of honor for the bride was **Eleanor Catron Main '48**. Nancy is the daughter of Mr. and Mrs. **Donald C. Remley**.

'13 **Edwin H. Witman** recently completed forty-five years in the Methodist Ministry. He has spent over twelve years as Associate Minister in the First Methodist Church, Santa Monica, California and one year as Minister of Visitation in First Methodist Church, Pasadena. Ed and his wife have four sons, six granddaughters and four grandsons.



The Tribes Reunite

June 6th

Join Your Class

DEATHS

1893—John H. (Jack) Minds, a prominent retired lawyer, and former Clearfield County resident and member of the National Football Foundation's Hall of Fame, died December 31, 1963, at the age of ninety-two. Upon graduation from the University of Pennsylvania Law School he joined the legal department of the United Gas Improvement Company and remained with them until he retired at the age of eighty. Jack was inducted into the Hall of Fame on December 4, 1962. He married the former Delia Schoonover who survives.

1897—One of the oldest Methodist ministers in the Central Pennsylvania Conference died Sunday, December 15, 1963. The Rev. **Robert J. Allen** was ninety-four. He was also one of the oldest alumni of Lycoming.

1922—The Rev. **Raymond Alfred Zimmerman**, a retired Methodist minister, died December 20, 1963, three weeks after he observed his seventy-second birthday anniversary. During his career, he served as pastor of two Williamsport churches, Calvary and High Street.

HOMECOMING

October 10, 1964

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